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ABSTRACT

This technical guide is a resource to help educators implement the adopted social studies standards for South Dakota. The guide to the standards includes the goals, indicators, benchmarks, and grade level standards. It is organized in grade level clusters according to benchmark levels: K-2, 3-5, 6-8, and 9-12. This format is provided as a framework for school districts to use as they study and implement the state standards; design local district and classroom assessments; and align curriculum materials, resources, and technology to the South Dakota standards. The technical section of the guide is formatted into benchmark clusters so that teacher teams or individual teachers can easily reference the social studies standards at adjacent grade levels; for example, the first-grade teacher could survey the classroom learning objective in both the kindergarten and the second grade. The guide's four broad, conceptual goals (content area/discipline standards) are the K-12 strands/strings that define the essence of the discipline of social studies. Because they are the "end results" of what is expected of students after 13 years of study in South Dakota schools, the goals are worded the same at each grade level. The guide's goals are that students will understand: (1) the emergence and development of civilization over time and place; (2) the interrelationships of people, places, and the environment; (3) the historical development and contemporary role of governmental power and authority; and (4) the impact of economics on the development of societies and on current and emerging national and international situations. (BT)

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TECHNICAL GUIDE FOR IMPLEMENTING CONTENT STANDARDS

SOCIAL STUDIES

SO 031 638

June 1999

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A TECHNICAL GUIDE FOR IMPLEMENTING

SOUTH DAKOTA SOCIAL STUDIES STANDARDS

THE PURPOSE OF THE TECHNICAL GUIDE

The South Dakota Social Studies Technical Guide serves as a resource to assist educators with the implementation of the adopted science standards. The document provides an opportunity for educational dialogue. The expectations inherent in the document will never be fully realized unless teachers are provided meaningful dialogue about the communications, ideas, concepts, and skills outlined by this document and the ongoing implications for assessment and instruction aligned with the standards.

In addition, to this professional dialogue about assessment and instruction, school districts will need to use this document to address technology issues. Educators must determine how technology can and should be used to help provide the rich learning environments and experiences that are demanded by the expectations in this document and what district technology decisions should be made to meet those demands.

THE ORGANIZATION OF THE TECHNICAL GUIDE

This Technical Guide to the Standards includes the Goals, Indicators, Benchmarks, and Grade Level Standards. It is organized in grade level clusters according to benchmark levels: K-2, 3-5, 6-8, and 9-12. This format is provided as a framework for school districts to use as they study and implement the state standards, design local district and classroom assessments, and align curriculum materials, resources, and technology to the standards. The technical section is formatted in benchmark clusters so that teacher teams or individual teachers can easily reference the social studies standards at adjacent grade levels. For example, the first grade teacher could easily survey the classroom learning objective in both the kindergarten and the second grade.

- **Goal:** The four broad, conceptual goals (content area/discipline standards) are the K-12 stands/strings which define the essence of the discipline of science. Because the goals are the "end results" of what we would expect after thirteen years of science study in South Dakota schools, they are worded the same at each grade level. This is done to provide consistency in K-12 curricular focus and alignment. It should also be noted that although history, geography, civics, and economics have traditionally been thought of as "courses", in this document, they refer to social studies strands which should be addressed throughout a K-12 program.

- **Indicators:** The indicators further define the goals and set the framework for social studies. The indicators remain the same at all instructional levels (K-2, 3-5, 6-8, 9-12), thereby providing an ongoing and constant focus for the standards. The indicators also provide the targets and anchors for broad district-level, program evaluation.

- **Benchmarks:** The benchmarks articulate what the goal and indicator represent at the different developmental levels: K-2, 3-5, 6-8, and 9-12. They provide the targets for student performance and are an essential and critical component for local school districts to use in designing district and classroom assessments aligned with the goals, indicators, and grade level standards.

- **Grade Level Standards:** These statements represent the classroom learning objectives or activities which should be provided at each grade level to help students reach the expectations articulated in the benchmarks, indicators, and goals. These are presenting in single grade levels except at the 9-12 level. Currently in South Dakota, state statute requires that high school students take at least a minimum of three units (years) of social studies to graduate, (1 unit of U.S. history, 1/2 unit of U.S. government, 1/2 unit of geography, and 1 unit of an elective). It is the responsibility of each school district to "organize" the 9-12 grade level standards into the courses they offer at the 9-12 level.

Since education is often described as a "journey through learning", that analogy helps clarify the components which makeup a set of standards. The goals represent the final/ultimate destination--where all students should "arrive" after the required years of social studies study in K-12 South Dakota schools. The indicators provide targets and guideposts throughout the journey. The benchmarks serve as mile markers and weigh stations along the way and the grade level standards represent the turns, hills, traffic signs, and the white lines along the road.

SOUTH DAKOTA SOCIAL STUDIES

Goals

1. **Students will understand the emergence and development of civilization over time and place.**

2. **Students will understand the interrelationships of people, places, and the environment.**

3. **Students will understand the historical development and contemporary role of governmental power and authority.**

4. **Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

SOUTH DAKOTA SOCIAL STUDIES

Goals and Rationales

In this 1999 South Dakota Content Standards document, the format has been organized into four overall K-12 goals, which represent the discipline of social studies. Each of the four goals is listed below, accompanied by a rationale. The rationales are brief descriptions of the goal and its importance for our students as they prepare for adulthood.

Goal 1: HISTORY
Students will understand the emergence and development of civilizations over time and place.

RATIONALE:

An understanding of civilization and diverse cultures is indispensable to an understanding of human history. People's travel from their earliest beginnings; their rich diversity of ideas, beliefs, values, and institutions; and the significance of their continuing interactions provides a context for students to understand where we came from, where we are now, and what we might be like in the future. The study of history includes analysis of time, continuity, and change. When students develop an understanding of specific times and places, they see how change affected others and how other brought about change. But the study of history goes beyond remembering facts and dates. Real historical understanding requires students to think through cause-and-effect relationships, to reach sound historical interpretations, and to conduct historical analysis and research leading to the knowledge on which informed decisions in contemporary life can be based.

Goal 2: GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

RATIONALE:

The study of people, places, and human-environmental interactions assists learners as they create their spatial views and geographic perspectives of the world. A knowledge of the influence of patterns, cycles, connections and links between people and their environment (the human and the physical) provides a basis for understanding the development of political, social, and economic systems. Knowledge of how human perceptions of their environment act as stimulus or barrier to behavior is vital to a deeper understanding of historical and contemporary events. Students must grasp the importance of our location in relation to the rest of the world, our interdependence as inhabitants of earth, and the complexity of decisions we have to make concerning environmental and non-environmental issues.

Goal 3: CIVICS(GOVERNMENT)
Students will understand the historical development and contemporary role of governmental power and authority.

RATIONALE:

History reveals a variety of arrangements people have developed in their efforts to live successfully and peaceably together. A study of these arrangements, as well as the values, practices and institutions which define the United States political system, is essential to appreciate and participate in that system. Students need to understand the origins, forms and purposes of government and the underlying principles and values of the United States government in order to use their civic skills to participate as a well-informed citizen.

Goal 4: ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

RATIONALE:

The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop a basic understanding of politics and government and to practice the skills of good citizenship. Students should develop an understanding of the values and principles of American constitutional democracy. They should be aware of their rights; be willing to fulfill their responsibilities; be able to obtain, understand, and evaluate information relating to the performance of public officials; and be willing to hold those officials accountable.

SOUTH DAKOTA SOCIAL STUDIES

Goals and Indicators

1. **Students will understand the emergence and development of civilizations and cultures over time and place.**

Indicators:

- Analyze the chronology of various historical eras to determine connections and cause/effect relationships.
- Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.
- Evaluate the influence of varying values and philosophies on the development of civilization and cultures.
- Evaluate the influence of varying values, philosophies, and world religions on the development of civilizations and cultures.

2. **Students will understand the interrelationships of people, places, and the environment.**

Indicators:

- Analyze information from geographic representation, tools, and technology to define location, place, and region.
- Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.
- Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.

3. **Students will understand the historical development and contemporary role of governmental power and authority.**

Indicators:

- Analyze the various forms and purposes of government in relationship to the needs of individuals and societies.
- Evaluate the impact of historical events, ideals, and documents on the formation of the United States government.
- Analyze the constitutional rights and responsibilities of United States citizens.

4. Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicators:

- Analyze the economic impact of the availability and utilization of various resources on societies.
- Analyze the role of various economic systems in the social, political, and economic development of societies.
- Analyze the complex relationships among economic, social, and political decisions.

SOUTH DAKOTA SOCIAL STUDIES

Instructional and Delivery Options

The National Council for Social Studies (NCSS) describes the primary purpose of social studies as "[helping] young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." Emphasis needs to be placed on powerful instruction strategies to move towards active and engaged learning.

Examples of Instructional Strategies

Discussion

Examples

- Attributes of a good citizen
- Lawmaking process
- Impact of people on the growth and expansion of the state, region, United States

Debate

Examples

- Causes, costs, and benefits of major events in American history
- Factors that affect economic systems (family, finance, drought, tourism)
- How technology affects perceptions of places and regions

Writing

Examples (narrative mode)

- Problem/solution journals
- Observation diaries
- First person biographies and narratives based on history
- Imagination diaries
- Postcard narratives
- History letters and newspapers
- Historical fiction

Examples (descriptive mode)

- Compare and contrast geographic locations, historical figures, forms of government
- Describe with accuracy
- Factual reports
- Biographical Images expressing the historical person's feelings and sensory observations (focus on the person's reaction to the event)
- Personification- writing from another point of view (musket in the hand)

Examples (persuasive mode)

- Use supporting facts and examples to explain an issue
- State opinions to identify points of view, write from two points of view, and analyze different view points
- Testimonials (civil rights movement)
- Back up generalities with facts
- Write a declaration-(study Declaration of Independence- 27 facts listed), list student's point of view, present at least three facts, and suggest a solution
- Numbers to Words (poll results)- discuss questions respondents had to answer, develop paragraph summarizing opinions shown in the chart

Examples (expository mode)

- Announcement of an event in history (headline, main idea, details, name of organization)
- Invitation of a long-ago event (imagine the event has was just about to happen- witness the signing of the Declaration of the Independence)

- Explanatory paragraph-(give opening sentence and have the students explain why something happened, direct it toward an audience that wishes to understand a process, and good explanations present steps in time sequence)
- Fill out an employment application
- Provide written directions and a map to a major event in history
- Dramatic monologue for a historical figure (his/her accomplishments, compare/contrast with another famous person, show how accomplishment caused change in the lives of people, explain the accomplishment)
- Letters of inquiry (ask a local or national political figure for his/her position on an issue, writing letters to Chambers and tourism bureaus for information and maps)
- Interviews (oral language practice) for reports and to gather information
- Write a report (note taking, textbook strategies-bold face headings, questions, captions, and pictures, outlining, quoting sources, format)

Historical research

Examples

- Identify, analyze, and interpret events and life in United States and the world
- Analyze the reasons why the colonies were able to defeat the British
- Analyze and explain United States foreign policy since World War II

Geographical research

Examples

- Identify, analyze, and interpret global population distributions from the Middle Ages to the present
- Locate on a United States map all 50 states, the original 13 states, and the states which entered the Union since 1877
- Identify and compare contemporary national boundaries with the location of civilizations, empires, and kingdoms from 4000 BC to 1000 AD

Historical analysis

Examples

- Identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and the contemporary media (computer information systems) and to make generalizations about events and life in United States history
- Recognize and explain how different points of view have been influenced by nationalism, race, religion, and ethnicity
- Distinguish fact from fiction by examining documentary sources
- Construct time lines of United States history since 1877 including landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections

Electronic Media

Examples

- Use search strategies to retrieve electronic information
- Use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select relevant information
- Use laser discs with a computer in a interactive mode
- Use local and wide-area networks and modem-delivered services to access and retrieve information from electronic databases
- Use databases to perform research

SOUTH DAKOTA

SOCIAL STUDIES

K - 2

CONTENT STANDARDS

GOALS
INDICATORS
BENCHMARKS
STANDARDS

SOCIAL STUDIES STANDARDS
K-2

Goal 1 – HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 1: Analyze the chronology of various historical eras to determine connections and cause/effect relationships.

K-2 Benchmarks:

a. explore significant characteristics of past and present time periods.
b. recognize there is chronological order and sequence in history.
c. explore various cause and effect relationships.

GRADE LEVEL STANDARDS
STUDENTS WILL

Kindergarten	First Grade	Second Grade
1. describe examples of past events in legends and historical accounts, such as stories of Johnny Appleseed, Betsy Ross, Squanto, and George Washington Carver. 2. recognize characteristics of American leaders through exposure to biographies of important people of our past, such as George Washington, Abraham Lincoln, Thomas Jefferson, Theodore Roosevelt, and Rosa Parks.	1. identify through biographies and stories the admirable deeds performed by past leaders such as Helen Keller, Ben Franklin, Martin Luther King, Clara Barton, Alexander Graham Bell, Thomas Edison, George Washington, and Abraham Lincoln. 2. compare everyday life in school and community and recognize that people, places, and things change over time.	1. recognize the contributions of ancient Egyptian and Chinese civilizations which have impacted present day life including communication, architectural monuments, calendar system, number system, and laws.

SOCIAL STUDIES STANDARDS
K-2

Goal 1 – HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 2: Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.

K-2 Benchmarks:

a. recognize the impact of cultural diffusion on the local community.
b. recognize how different cultures have influenced customs and traditions within the local community.
c. recognize the importance of preserving and sharing culture.

GRADE LEVEL STANDARDS
STUDENTS WILL

Kindergarten	First Grade	Second Grade
1. connect people and events honored in commemorative holidays, including Native American Day, Veterans Day, Thanksgiving, Independence Day, Martin Luther King Day, Presidents' Day, and Memorial Day.	1. compare the lives of people and events associated with major holidays, including Native American Day, Thanksgiving, Veterans Day and Memorial Day, Independence Day, and Presidents' Day. 2. recall people and events from the past and make inferences about everyday life of the time period.	1. recognize that members of a group share beliefs, attitudes, and values. 2. study various community structures and the roles of men, women, and children within the community with emphasis on Pilgrims; pioneers; Native Americans; and reservation, rural, suburban, and urban communities of the present.

SOCIAL STUDIES STANDARDS
K-2

Goal 2 – GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place and region.

K-2 Benchmarks:

a. utilize data sources and geographic tools to generate, manipulate, and interpret information.
b. use location, direction, and shape to develop basic mental maps.
c. use multiple criteria to distinguish various locations, places, and regions.

GRADE LEVEL STANDARDS
STUDENTS WILL

Kindergarten	First Grade	Second Grade
1. compare and contrast the relative size and location of people, places, and things by identifying here/there, near/far, up/down, left/right, and behind/in front. 2. use a map and map symbols to recognize directions, continents, and poles. 3. use map symbols to recognize land, water, roads, and cities. 4. locate areas referenced in historically based legends and stories. 5. compare the globe and a map as models of the earth. 6. recognize that, in addition to maps and globes, geographic locations are communicated through various representational models: • pictographs, • bar graphs, and • diagrams. 7. demonstrate familiarity with the layout of his or her school.	1. construct a simple map using a map key and symbols. 2. use the globe to identify cardinal directions, the four oceans, the United States, South Dakota, and the local community. 3. use a picture map to locate home and school addresses.	1. will construct a simple aerial view map of the classroom using a map key and symbols. 2. will use the globe to label the equator and continents. 3. will use a map to identify the four directions on a compass rose; interpret the symbols of a map key/legend; identify South Dakota through the use of boundary lines; locate Washington, D.C.; and transfer and label the seven continents, oceans, North American countries/ major mountain ranges/ major rivers, and the Great Lakes. 4. recognize that location can be found through the use of map grids.

SOCIAL STUDIES STANDARDS
K-2

Goal 3 – CIVICS (Government)
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze the various forms and purposes of government in relationship to the needs of individuals and societies.

K-2 Benchmarks:

a. explore the strengths and weaknesses of different forms of government.
b. explore the distribution of government power and authority.
c. explore purposes of political activity.

GRADE LEVEL STANDARDS
STUDENTS WILL

Kindergarten	First Grade	Second Grade
1. discuss the attributes of a good citizen with emphasis on trust, respect, responsibility, fairness, and caring.	1. recognize attributes and consequences of citizenship that apply to family, school, and community units, such as respecting roles of authority, following rules created for the protection of all, and accepting consequences of rules. 2. differentiate between a paid worker and a volunteer.	1. distinguish the difference between rules and laws. 2. recognize that laws are needed in a community. 3. discuss the lawmaking process and how leaders work together. 4. recognize that there are legal consequences for lawbreakers.

SOCIAL STUDIES STANDARDS
K-2

Goal 3 – CIVICS (Government)
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 2: Evaluate the impact of historical events, ideals, and documents on the formation of the United States government.

K-2 Benchmarks:

a. explore the historical formation of the local community.
b. explore the fundamental principles of local and state government.
c. explain the influence major contributors have had on local documents.

GRADE LEVEL STANDARDS
STUDENTS WILL

Kindergarten	First Grade	Second Grade
1. recognize patriotic symbols and activities such as, national flag; "The Star Spangled Banner"; and Pledge of Allegiance.	1. recognize political roles of leaders in the larger community, such as the mayor, the governor, the legislators, the congressmen, senators, and the president. 2. acknowledge patriotic connections by explaining the design of the flag, understanding the importance of the eagle symbol, reciting the Pledge of Allegiance, and identifying the Lincoln Memorial and Washington Monument.	1. understand the meaning of majority rule and its related function in a democracy.

SOCIAL STUDIES STANDARDS
K-2

Goal 3 – CIVICS (Government)
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 3: Analyze the constitutional rights and responsibilities of United States citizens.

K-2 Benchmarks:

a. explore various means of participating in a democratic republic.
b. explain individual's rights and responsibilities.
c. recognize basic Constitutional human rights.

GRADE LEVEL STANDARDS
STUDENTS WILL

Kindergarten	First Grade	Second Grade
1. recognize the important actions required in demonstrating citizenship; respecting roles of members and leaders in a group; sharing responsibilities in a group; identifying ways to help others; respecting the individual right to express an opinion; and acknowledging that people think and act differently.	1. distinguish the qualities of citizenship. 2. compare rules in different groups for different situations, such as family, school, community.	1. define conservation in terms of ways citizens protect global resources with emphasis on reducing, reusing, and recycling.

SOCIAL STUDIES STANDARDS
K-2

Goal 4 – ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.

K-2 Benchmarks:

a. recognize how different kinds of economic resources are used to meet the needs of people in families and communities.
b. recognize that scarcity and abundance of resources causes people to make economic choices and decisions.
c. recognize how natural resources are used in local economic activity.

GRADE LEVEL STANDARDS
STUDENTS WILL

Kindergarten	First Grade	Second Grade
1. match occupations with simple descriptions of work. 2. identify basic economic concepts, including the difference between basic needs (food, clothing, and shelter) and wants (luxuries).	1. describe the differences between human resources (people at work); natural resources (water, soil, wood, coal, etc.); and capital resource67es (machines, tools, etc.) used to produce goods or services. 2. explain the differences between goods and services and how people are both buyers and sellers of goods and services. 3. explain that limits on resources require people to make choices about producing and consuming goods and services.	1. explain the interdependence of producers and consumers in a market economy by describing factors that have influenced consumer demand; and ways that producers have used natural resources, human resources, and capital resources to produce goods and services in the past and present.

SOCIAL STUDIES STANDARDS
K-2

Goal 4 – ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 2: Analyze the role of various economic systems in the social, political, and economic development of societies.

K-2 Benchmarks:

a. recognize various ways people have exchanged goods and services throughout history, e.g., bartering, money.
b. recognize economic systems in the community and regions, i.e. how goods and services are exchanged.
c. recognize goods and services are traded worldwide.

GRADE LEVEL STANDARDS
STUDENTS WILL

Kindergarten	First Grade	Second Grade
1. the practice of exchanging money for goods.	1. identify workers, buyers, and sellers in the community.	1. simulate the exchange of money for goods and services and will identify ways to save money. 2. distinguish between money and barter economics.

SOCIAL STUDIES

3 - 5

CONTENT STANDARDS

GOALS
INDICATORS
BENCHMARKS
STANDARDS

SOCIAL STUDIES STANDARDS
3-5

Goal 1 – HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 1: Analyze the chronology of various historical eras to determine connections and cause/effect relationships.

3-5 Benchmarks:

a. compare and contrast various characteristics, which distinguish specific time periods in history.
b. examine major historical events in relation to a fixed point in time.
c. explain various cause and effect relationships.

GRADE LEVEL STANDARDS
STUDENTS WILL

Third Grade	Fourth Grade	Fifth Grade
1. summarize the various reasons for exploration and settlement of the United States through the study of Spanish, English, and French explorers, including religious reasons, economic reasons, and geographical reasons. 2. analyze the obstacles and successes of the early settlers in creating communities, including landforms, resources, and waterways. 3. draw connections to present day migration and settlement patterns, including rural to urban, and the continued global migration to America.	1. examine various regions of the United States in order to focus on how the following affected development of South Dakota, including site selection of settlements (geographical location – where and why), opportunities available, natural resources, and population influences. 2. explain the impact of people and geographic location on the growth and expansion of South Dakota, emphasizing Manda, Arikara, Sioux, and other historic tribes; explorers (Lewis and Clark and the Veredrye brothers) and traders (Pierre Chorteau and Manuel Lisa); railroad expansion and town building; homesteaders and gold miners; and rainfall, prairie, Great Plains, Black Hills, and the Missouri River system. 3. analyze issues of concern in South Dakota, including water issues; farming and ranching issues; Indian and Non-Indian relationships; and urban/rural population changes.	1. describe life in America before the 17th century by identifying and describing the arrival, settlement, and culture of the first Americans, including Indians of the Northwest, Southwest, Plains, Eastern Woodlands, and Middle America; and inferring how climate and geography influenced the way various Indian tribes lived. 2. locate the routes and evaluate early explorations of the Americas in terms of reasons for explorations, obstacles and accomplishments of key expeditions from Spain, Portugal, France, and England; life changing impact on the first Americans; and competition that developed among European powers for control of North America.

Goal 1 – Indicator 1
GRADE LEVEL STANDARDS (Continued)
STUDENTS WILL

Fifth Grade
3. compare influential people and events in the American Revolution, such as King George, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, and Patrick Henry.
4. describe military strategies that resulted in the defeat of the British.
5. identify the steps in the formation of the new government in terms of British and Colonial belief in representative government as demonstrated in the Magna Carta, English Bill of Rights, the Mayflower Compact, and the Articles of Confederation; the philosophy of government expressed in the Declaration of Independence; the U.S. Constitution and Bill of Rights; and the separation of powers in the federal government and the powers reserved for states.
6. weigh the challenges faced by the new United States government in regard to ratification of the Constitution, major issues facing the first four presidents in establishing a strong cohesive government, conflicts that resulted in the emergence of two political parties, and conflicts involved with the War of 1812.
7. summarize the growth and change in America from the Revolution to 1861 with emphasis on territorial exploration, expansion, and settlement of the Louisiana Purchase; acquisition of Florida, Texas, Oregon, and California; the influence of geographic, economic, and climatic factors on the movement of people, goods, and services (voluntarily and involuntarily as in the Trail of Tears); the effect of American relationships with other countries on our westward expansion; and the impact of inventions such as the steamboat, cotton gin, and locomotives on life in America.
8. describe key events, and identify causes and effects of the Civil War and Reconstruction in terms of social, economic, and philosophical differences between the North and the South as embodied in the Lincoln/Douglas debates; events leading to secession and war; prominent leaders of the North and South such as Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and Harriet Tubman; campaign strategies and pivotal battles; the Emancipation Proclamation and Gettysburg Address; and the impact of reconstruction policies on both the North and the South.

SOCIAL STUDIES STANDARDS
3-5

Goal 1 – HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 2: Evaluate the influence of varying values and philosophies on the development of civilizations and cultures.

3-5 Benchmarks:

a. investigate the influence of major religions on various societies.
b. explore the beliefs, values, and customs of various societies.
c. explore the impact that different religions have had on the development of various societies.

GRADE LEVEL STANDARDS
STUDENTS WILL

Third Grade	Fourth Grade	Fifth Grade
1. study their local community and its history.	1. trace the history of South Dakota with emphasis on notable South Dakotans such as Red Cloud, Sitting Bull, John B. S. Todd, Fred T. Evans, Laura Ingalls Wilder, James Scotty Philip, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, and Francis Case; impact of the gold rush; controversy over statehood; and Indian Wars and reservation life.	1. relate factors of colonial America that led to the founding of the colonies, emphasizing the reasons for settling in the colonies, including escape from religious persecution, release from prison, economic opportunity, and adventure; and contrasts of the colonial regions (New England, mid-Atlantic, and South) in regard to geography, economy, and culture. 2. describe the political and economic relationship between the colonies and England; and conflicts between the colonies and England that led to the American Revolution.

SOCIAL STUDIES STANDARDS
3-5

Goal 2 – GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

3-5 Benchmarks:

a. employ appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information.
b. use location, direction, size, and shape to develop and refine mental maps.
c. use multiple criteria to distinguish various locations, places, and regions within the state.

GRADE LEVEL STANDARDS
STUDENTS WILL

Third grade	Fourth Grade	Fifth Grade
1. integrate the study of communities through map work by identifying, locating, and using map title, map key, compass rose, lines and borders, roads and routes, and objects and symbols. 2. use grid systems to locate communities. 3. construct a map using map key and symbols, map scale, title, compass rose including intermediate directions, and boundaries. 4. construct and label a landform map of the United States, including the five mountain ranges, bordering oceans and the Gulf of Mexico, major rivers, and the Great Lakes.	1. differentiate between state and national boundaries. 2. define regions as categorized by geographic location. 3. use appropriate maps for a specific purpose, including elevation, land use-resource, road maps and mileage tables, time zones, and migration/movement patterns. 4. recognize that longitude and latitude constitute a map grid used in absolute locations. 5. locate major South Dakota geographical features, such as the Missouri River; the Black Hills and Badlands; and the capital (Pierre) and the following cities: Sioux Falls, Rapid City, Aberdeen, Huron, and Yankton.	1. apply longitude and latitude to find absolute locations on a map. 2. determine the purpose of and use appropriate maps, including relief, product, road maps and mileage tables, time zones, migration/movement patterns, population, and historical. 3. compare maps of different scales.

SOCIAL STUDIES STANDARDS
3-5

Goal 2 – GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

3-5 Benchmarks:

a. analyze the impact of the natural environment on settlement patterns in South Dakota.
b. describe ways humans are impacted by the natural environment.
c. analyze how past trends in human migration nationwide have impacted communities.

GRADE LEVEL STANDARDS
STUDENTS WILL

Third Grade	Fourth Grade	Fifth Grade
1. identify why people move to major cities and the effect on the area.	1. evaluate the impact geography has on the inhabitants of South Dakota such as location of cities, transportation, industries, agricultural products, and culture.	1. examine the impact of human migration upon the state and region. 2. explain the geographic perceptions explorers had of the New World with regard to mountains, rivers, and woodlands.

SOCIAL STUDIES STANDARDS
3-5

Goal 3 – CIVICS (Government)
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze the various forms and purposes of government in relationship to the needs of individuals and societies.

3-5 Benchmarks:

a. determine the strengths and weaknesses of different forms of government nationwide.
b. explore the historical acquisition of government power and authority in relation to the needs of United States citizens.
c. define the purposes of political activity.

GRADE LEVEL STANDARDS
STUDENTS WILL

Third Grade	Fourth Grade	Fifth Grade
1. analyze human relationships and roles between and among individuals and groups, cultural groups and a community, and communities and state. 2. recognize that there are various government bodies such as councils, boards, and legislatures.	1. compare the changing roles and cultures of the individuals' role according to gender, age, and occupation in various groups, such as family, community, and social class structure.	1. define and list examples of various forms of government, including a democracy, republic, monarchy, and dictatorship. 2. define our democratic government in terms of levels of government such as local, state, and national; branches of government such as legislative, executive, and judicial; and the governmental bodies such as councils, boards, and legislatures. 3. identify examples from history of conflicts over rights, how the conflicts were resolved, and the important people who helped resolve them from colonial times through the Civil War with emphasis on the Revolutionary War and the Civil War.

SOCIAL STUDIES STANDARDS
3-5

Goal 3 – CIVICS (Government)
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 2: Evaluate the impact of historical events, and documents on the formation of the United States government.

3-5 Benchmarks:

a. explain how history shaped the formation of the United States.
b. explain fundamental principles of United States Constitutional government.
c. explain the influence major contributors have had on the creation of state documents.

GRADE LEVEL STANDARDS
STUDENTS WILL

Third Grade	Fourth Grade	Fifth Grade
1. explain the fundamental ideas and principles that form the foundation of our government and various communities of the past and present with emphasis on life, liberty, pursuit of happiness, and equality under the law.	1. analyze the design and purpose of various patriotic celebrations, traditions, customs, and symbols, such as the flag, the Great Seal, Statue of Liberty, Uncle Sam, Mount Rushmore, and Tomb of the Unknown Soldier.	1. discuss democratic principles in regard to political parties and their symbols. 2. interpret patriotic slogans, excerpts from notable speeches, and documents in United States history through the Civil War, such as "give me liberty or give me death" by Patrick Henry, "remember the Alamo," Gettysburg Address, Preamble to the Constitution, and Declaration of Independence.

SOCIAL STUDIES STANDARDS
3-5

Goal 3 – CIVICS (Government)
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 3: Analyze the constitutional rights and responsibilities of United States citizens.

3-5 Benchmarks:

a. describe various means of participating in a democratic republic.
b. explore various issues involving individual rights and responsibilities.
c. examine the basic rights listed in the South Dakota Constitution.

GRADE LEVEL STANDARDS
STUDENTS WILL

Third Grade	Fourth Grade	Fifth Grade
1. recognize the relationship between rights, respect, responsibilities and consequences of citizenship. 2. explain why communities have rules or laws and how they protect the rights and freedoms of individuals. 3. explain the process of making rules and laws, enforcing laws, voting, becoming a citizen.	1. analyze the actions and rights of a responsible citizen, such as obey rules (classroom, family, community), the use of conflict resolution and compromise, voting rights, property rights, Civil rights, and Human rights. 2. identify the South Dakota state flag, song, flower, bird, and nickname. 3. identify examples from South Dakota history of conflicts over rights, how the conflicts were resolved, the important people who helped resolve them, and conflicts that remain unresolved.	1. describe how citizens of a democracy give the government authority to make decisions on their behalf.

SOCIAL STUDIES STANDARDS
3-5

Goal 4 – ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.

3-5 Benchmarks:

a. explain how various economic resources are used to meet the needs of people in South Dakota and the United States.
b. explain how scarcity and/or abundance affects political and social decisions in South Dakota and the United States.
c. explore the use of natural resources in local and regional economic activity.

GRADE LEVEL STANDARDS
STUDENTS WILL

Third Grade	Fourth Grade	Fifth Grade
1. explain scarcity by citing examples of limited supplies and scarce resources. 2. summarize how various government regulations affect use of local resources.	1. identify how government pays for the goods and services it provides (taxing and borrowing).	1. summarize the role of supply and demand in early United States history.

SOCIAL STUDIES STANDARDS
3-5

Goal 4 – ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 2: Analyze the role of various economic systems in the social, political, and economic development of societies.

3-5 Benchmarks:

a. investigate differing economic systems used in early America, e.g. bartering, money.
b. explore economic systems in the state, region, and nation.
c. explore how world trade influences United States trade, specifically that of South Dakota.

GRADE LEVEL STANDARDS
STUDENTS WILL

Third Grade	Fourth Grade	Fifth Grade
1. explain goods and services available in the students' community and how changing modes of transportation and communication impact their distribution. 2. explain the relationships between taxation and government service.	1. explain the role of money, banking, savings, and credit in westward expansion. 2. understand how government pays for goods and services it provides, e.g. taxing and borrowing.	1. analyze the economic differences between the North and South during the Civil War period. 2. describe examples of various institutions that make up economic systems, such as households, businesses, banks, government agencies, labor unions, and corporations.

SOCIAL STUDIES STANDARDS
3-5

Goal 4 – ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 3: Analyze the complex relationships among economic, social, and political decisions.

3-5 Benchmarks:

a. determine how various political and economic decisions in the state and region influence use of resources worldwide.
b. explain how people's values and beliefs affect economic decisions in South Dakota.
c. explain how past economic decisions continue to affect the state and region.

GRADE LEVEL STANDARDS
STUDENTS WILL

Third grade	Fourth Grade	Fifth Grade
1. explain scarcity by citing examples of limited supplies and scarce resources.	1. summarize the factors that affect economic systems, such as family finance, drought, and tourism.	1. clarify the role of individual values and beliefs in determining society's consumption and investment patterns.

SOUTH DAKOTA

SOCIAL STUDIES

6 - 8

CONTENT STANDARDS

GOALS
INDICATORS
BENCHMARKS
STANDARDS

SOCIAL STUDIES STANDARDS
6-8

Goal 1 – WORLD HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 1: Analyze the chronology of various historical eras to determine connections and cause/effect relationships.

6-8 Benchmarks:

a. describe various characteristics which distinguish specific time periods/eras within and across cultures.
b. describe historical situations and conditions in relation to specific chronological reference points.
c. describe important factors which led to multiple/various historical cause/effect relationships.

GRADE LEVEL STANDARDS
STUDENTS WILL

Sixth Grade
1. describe the early physical and cultural development of humankind from the Paleolithic period to the agricultural revolution, emphasizing the hunter-gatherer societies and their characteristics, including the development of tools and the use of fire; the locations of human communities that populated the major regions of the world and how humans adapted to a variety of environments; and the climatic changes and the human modifications of the physical environment that gave rise to the domestication of plants and animals.
2. analyze the geographic, political, economic, and social structures of the Mesoamerican and Andean civilizations with emphasis on the locations and physical settings of Mexico, Central and South America that supported the rise of these civilizations; the geographic influence on Mayan, Aztec, and Incan economies, their trade, and the development of urban societies; the roles of people in each society, including class structures, family life, warfare, beliefs, and slavery; the reasons that the Spanish were able to defeat Aztec and Inca Empires; the artistic and oral traditions and architecture of the three civilizations; and the cultural contributions especially in the areas of astronomy, mathematics, and agriculture.

SOCIAL STUDIES STANDARDS
6-8

Goal 1 – WORLD HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 2: Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.

6-8 Benchmarks:

a. determine the impact cultural diffusion has had on various civilizations.
b. describe various ways cultural diffusion takes place over time.
c. explain the importance of preserving and sharing culture.

GRADE LEVEL STANDARDS
STUDENTS WILL

Sixth Grade
1. analyze the geographic, political, economic, and social structures of Mesopotamia and Egypt with emphasis on the location and description of the river systems, the physical settings that supported permanent settlement and early civilizations, the development of agricultural techniques that increased production which led to economic surplus, the emergence of cities as centers of culture and power, the relationship between religion and the social and political orders in each civilization, the origin and influence of Judaism, the significance of Hammurabi's Code, the art and architecture of Egypt, the impact of Egyptian trade in the eastern Mediterranean and Nile Valley, the evolution of language and its written forms, and cultural contributions and their effect on modern everyday life.
2. analyze the geographic, political, economic, and social structures of ancient China and India with emphasis on the location and description of the river systems and the physical settings that supported the rise of these civilizations; the geographical features of China that made governance and movement of ideas and goods difficult and served to isolate that region from the rest of the world; the significance of the Aryan invasions in India with emphasis on the social structure of the caste system; the major beliefs and practices of Hinduism; the major beliefs and practices of Buddhism and how it spread to other regions, especially during the Mauryan Empire; the fundamental teachings of Confucianism and Taoism; the policies, achievements, and political contributions of the Qin and Han dynasties in China; the locations and significance of the trans-Eurasian "silk roads"; and cultural contributions and their effect on modern everyday life.
3. analyze the geographic, political, economic, and social structures of the early civilization of Ancient Greece with emphasis on the location and physical setting that supported the rise of this civilization; the connections between geography and the development of city-states, including patterns of trade and commerce; the transition from tyranny and oligarchy to early democratic forms of government and the significance of citizenship; the differences between Athenian, or direct, democracy and representative democracy; the significance of Greek mythology to the everyday life of people in ancient Greece and its influence on modern literature and language; the similarities and differences between life in Athens and Sparta; the rise of Alexander the Great in the north and the spread of Greek culture; and the cultural contributions in the areas of arts, science, language, architecture, government and philosophy.
4. analyze the geographic, political, economic, and social structures in the development of Rome with emphasis on the location and physical setting that supported the rise of the Roman republic; the significance of the republican form of government; the political and geographic reasons for the growth of the Roman Empire; the influence of Julius Caesar and Augustus in Rome's transition from republic to empire; the origin and spread of Christianity during the Roman Empire; and the cultural contributions in the areas of art, architecture, technology, science, literature, language, and law.

SOCIAL STUDIES STANDARDS
6-8

Goal 1 – WORLD HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 3: Evaluate the influence of varying values, philosophies, and world religions on the development of civilizations and cultures.

6-8 Benchmarks:

a. compare and contrast the role of major religions within cultures.
b. compare and contrast value and belief systems within major cultures.
c. analyze the influence of differing philosophies and religions on the development of various cultures.

GRADE LEVEL STANDARDS
STUDENTS WILL

Sixth Grade

1. analyze the geographic, political, economic, and social structures of Mesopotamia and Egypt with emphasis on the location and description of the river systems, the physical settings that supported permanent settlement and early civilizations, the development of agricultural techniques that increased production which led to economic surplus, the emergence of cities as centers of culture and power, the relationship between religion and the social and political orders in each civilization, the origin and influence of Judaism, the significance of Hammurabi's Code, the art and architecture of Egypt, the impact of Egyptian trade in the eastern Mediterranean and Nile Valley, the evolution of language and its written forms, and cultural contributions and their effect on modern everyday life.
2. analyze the geographic, political, economic, and social structures of ancient China and India with emphasis on the location and description of the river systems and the physical settings that supported the rise of these civilizations; the geographical features of China that made governance and movement of ideas and goods difficult and served to isolate that region from the rest of the world; the significance of the Aryan invasions in India with emphasis on the social structure of the caste system; the major beliefs and practices of Hinduism; the major beliefs and practices of Buddhism and how it spread to other regions, especially during the Mauryan Empire; the fundamental teachings of Confucianism and Taoism; the policies, achievements, and political contributions of the Qin and Han dynasties in China; the locations and significance of the trans-Eurasian "silk roads"; and cultural contributions and their effect on modern everyday life.
3. analyze the geographic, political, economic, and social structures of the early civilization of Ancient Greece with emphasis on the location and physical setting that supported the rise of this civilization; the connections between geography and the development of city-states, including patterns of trade and commerce; the transition from tyranny and oligarchy to early democratic forms of government and the significance of citizenship; the differences between Athenian, or direct, democracy and representative democracy; the significance of Greek mythology to the everyday life of people in ancient Greece and its influence on modern literature and language; the similarities and differences between life in Athens and Sparta; the rise of Alexander the Great in the north and the spread of Greek culture; and the cultural contributions in the areas of arts, science, language, architecture, government and philosophy.
4. analyze the geographic, political, economic, and social structures in the development of Rome with emphasis on the location and physical setting that supported the rise of the Roman republic; the significance of the republican form of government; the political and geographic reasons for the growth of the Roman Empire; the influence of Julius Caesar and Augustus in Rome's transition from republic to empire; the origin and spread of Christianity during the Roman Empire; and the cultural contributions in the areas of art, architecture, technology, science, literature, language, and law.

SOCIAL STUDIES STANDARDS
6-8

Goal 2 – GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

6-8 Benchmarks:

a. select appropriate resources, data services, and geographic tools to generate, manipulate, and interpret information.
b. use location, direction, size and/or shape to develop regional mental maps.
c. analyze multiple criteria to distinguish various locations, places, and regions within the nation.

GRADE LEVEL STANDARDS
STUDENTS WILL

Seventh Grade
1. use maps, globes, and other geographic tools to analyze the human and physical features in order to recognize the different map projections and explain the concept of distortion; explain the characteristics, purposes, and differences among maps, globes, aerial photographs, geographic models, and satellite images; apply the concepts of scale, orientation, latitude and longitude; create and compare political, physical, and thematic maps (e.g., choropleth maps, cartograms) of countries and regions; and create and interpret charts, graphs, and diagrams.
2. study the basics of climate in order to understand the physical settings of this region by identifying the factors that influence climate such as latitude, ocean currents, winds and mountains, elevation, and nearness to water.
3. understand the concept of culture by explaining how culture and technology affect perceptions of places and regions, explaining the spatial distribution of cultures both locally and in other parts of the United States and the world, and describing how cultures and cultural landscapes change.

SOCIAL STUDIES STANDARDS
6-8

Goal 2 – GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

6-8 Benchmarks:

a. analyze the impact of natural environment on settlement patterns.
b. analyze how humans are impacted by or change the natural environment.
c. compare past and present trends of human migration to determine impact on politics, environment, and societies.

GRADE LEVEL STANDARDS
STUDENTS WILL

Seventh Grade
1. study the basics of climate in order to understand the physical settings of this region by locating the different climate zones (North and South Temperate zones, the Torrid Zone, and the North and South Frigid zones).
2. compare and contrast the distribution, growth rates, and characteristics of human populations by identifying the characteristics and the distribution of population both locally and in other parts of the world; identifying the causes of human migration; describing the demographic structure of a population by creating and analyzing population pyramids; explaining reasons for variation in population distribution; researching appropriate sources to obtain current population information.
3. know how and why people define regions by identifying a region by defining its distinguishing characteristics, explaining how and why regions change, and analyzing the influences and effects of regional labels and images (e.g., Sun Belt states attract retirees and tourists).
4. analyze the geographic, political, economic and social structure of each region/country with emphasis on location and physical setting; the cultural characteristics of the people; the ways people have adapted to, changed, and used their environment in the past and present; the flow and interaction of people, ideas and products as they are influenced by transportation and communication systems; and the role this country/region has in the international setting.

SOCIAL STUDIES STANDARDS
6-8

Goal 2 – GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 3: Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.

6-8 Benchmarks:

a. analyze how change in the environment can impact people nation-wide.
b. differentiate the various physical processes which operate in the atmosphere, lithosphere, biosphere, and hydrosphere.
c. differentiate ways in which natural processes and cycles alter the patterns of Earth's surfaces.

GRADE LEVEL STANDARDS
STUDENTS WILL

Seventh Grade
1. explain how earth/sun relationships shape climate and vegetation patterns; and produce day and night, time zones, seasons, and major climatic variations. 2. study the basics of climate in order to understand the physical settings of this region by identifying ways in which climate influences people. 3. understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources by describing how human modifications of physical environments in one place often lead to changes in other places; explaining the role of technology in the human modification of the physical environment; explaining how the characteristics of different physical environments provide opportunities for or place constraints on human activities; identifying how technology affects the definition of, access to, and use of resources; and describing why people have different viewpoints with respect to resource use.

SOCIAL STUDIES STANDARDS
6-8

Goal 3 – UNITED STATES HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 1: Analyze the chronology of various historical eras to determine connections and cause/effect relationships

6-8 Benchmarks:

a. describe various characteristics which distinguish specific time periods/eras within and across cultures.
b. describe United States historical situations and conditions in relation to specific chronological reference points.
c. describe important factors which led to multiple/various United States historical cause/effect relationships.

GRADE LEVEL STANDARDS
STUDENTS WILL

Eighth Grade
1. identify and explain the sources of conflict which led to the American Revolution with emphasis on Proclamation of 1763, Stamp Act, Townshend Acts, and tax on tea.
2. identify key individuals and summarize their roles in the American Revolution, such as Thomas Jefferson, King George, Patrick Henry, Thomas Paine, Samuel Adams, and Benjamin Franklin.
3. explain the political significance of the Declaration of Independence.
4. analyze major military battles and the role of major American and British military leaders in the American Revolution, such as Lexington and Concord, Saratoga, Yorktown, Bunker Hill, George Washington, Benedict Arnold, George Rogers Clark, William Howe, John Burgoyne, and Charles Cornwallis.
5. analyze the reasons why the colonies were able to defeat the British.
6. analyze the settlement patterns of the American people from the late 1700s to the mid-1800s focusing on how and why the land was acquired and settled, to include Louisiana Purchase, Florida, Oregon, and Texas.
7. examine how the following conflicts during the early to mid 1800s led to acquisition and settlement of land, to include War of 1812, Indian Conflict, Texas Revolution, and Mexican War.
8. summarize the causes, key events, and effects of the Civil War with emphasis on philosophical differences between the North and South, as exemplified by men such as Daniel Webster and John C. Calhoun on the constitutional issues of the doctrine of nullification and secession; geographic and economic differences between the agricultural South and industrial North; Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), the Gettysburg Address (1863), his second inaugural address of

1865; The views and lives of leaders and soldiers on both sides of the war including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, William Lloyd Garrison, and Sojourner Truth; and the critical developments in the war including the major battles, geographical advantages and obstacles, technological advances, and Lee's surrender at Appomattox.

9. explain how, following the Civil War, massive immigration combined with the rise of big business, heavy industry, and mechanized farming transformed American life with emphasis on western settlement and changing federal policy toward the Indians, obstacles faced and contributions made by immigrants, and the growth of American cities.
10. describe and analyze the changing role of the United States in world affairs with emphasis on the Spanish-American War, the Panama Canal, Theodore Roosevelt's "Big Stick Diplomacy," United States role in World War I, and the League of Nations.

SOCIAL STUDIES STANDARDS
6-8

Goal 3 – UNITED STATES HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 2: Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.

6-8 Benchmarks:

a. determine the impact cultural diffusion has had on various civilizations.
b. describe various ways cultural diffusion takes place over time.
c. explain the importance of preserving and sharing culture.

GRADE LEVEL STANDARDS
STUDENTS WILL

Eighth Grade

1. describe the successes and problems of the government under the Articles of Confederation.
2. contrast the differing points of view and compromises reached in the writing of the Constitution in 1787.
3. describe the basic structure of government adopted by the Constitutional Convention.
4. contrast the views of the Federalists and Anti-Federalists in the struggle for ratification of the Constitution.
5. summarize and describe the emergence of two political parties and their leaders, Thomas Jefferson and Alexander Hamilton.
6. evaluate the impact of inventions from the late 1700s to the mid 1800s, such as cotton gin, McCormick reaper, steamboat, and steam locomotive.
7. analyze the impact of the Reconstruction policies with emphasis on the postwar impact of the Thirteenth, Fourteenth and Fifteenth amendments to the Constitution, and their connection to the Reconstruction; Lincoln's plan and the plan of Congress; migration of former slaves to cities in the North and West; and the effects of the Freedman's Bureau and the Jim Crow laws on the South.

SOCIAL STUDIES STANDARDS
6-8

Goal 3 – UNITED STATES HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 3: Evaluate the influence of varying values, philosophies, and world religions on the development of civilizations and cultures.

6-8 Benchmarks:

a. compare and contrast the role of major religions within cultures.
b. compare and contrast value and belief systems within major cultures.
c. analyze the influence of differing philosophies and religions on the development of various cultures.

GRADE LEVEL STANDARDS
STUDENTS WILL

Eighth Grade
1. explain the fundamental liberties stated in the Bill of Rights. 2. explain the impact of industrialization and urbanization with emphasis on reform movements such as muckraking literature, the Progressive movement, women's suffrage and temperance, child labor, and organized labor, significant inventors and their inventions (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright); and laissez-faire policies toward big business and the rise of entrepreneurs and industrialists in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller).

SOUTH DAKOTA

SOCIAL STUDIES

9 - 12

CONTENT STANDARDS

GOALS
INDICATORS
BENCHMARKS
STANDARDS

SOCIAL STUDIES STANDARDS
9-12

Goal 1 –HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 1: Analyze the chronology of various historical eras to determine connections and cause/effect relationships.

9-12 Benchmarks:

a. analyze various characteristics which distinguish specific time periods/eras within and across cultures.
b. analyze historical situations and conditions in relation to specific chronological reference points and sequence.
c. analyze important factors that contribute to complex cause/effect relationships.

GRADE LEVEL STANDARDS
STUDENTS WILL

Ninth, Tenth, Eleventh, and Twelfth Grade
1. summarize causes and effects of the Industrial Revolution with emphasis on new inventions and industrial production methods; economic changes to capitalism and free enterprise; impact of immigration on the labor supply and the movement to organize workers; the impact of immigration on the labor supply and the movement to organize workers; government policies affecting trade, monopolies, taxation, and money supply; impact of industrialization, urbanization, and immigration on American society; and political response to the economic change including the Progressive movement.
2. analyze and explain the Great Depression with emphasis on causes and effects of changes in business cycles, weaknesses in key sectors of the economy in the late 1920s, United States government economic policies in the late 1920s, causes and effects of the Stock Marker Crash, impact of the Depression on the American people, impact of New Deal economic policies, and impact of the expanded role of government in the economy since the 1930s.
3. demonstrate an understanding of the origins and effects of World War II with emphasis on the rise of totalitarian regimes and the response of the United States and other European nations prior to the outbreak of war such as isolationism, appeasement, and debates; the impact of mobilization for war home and abroad; major battles, military turning points, and key strategic and foreign policy decisions; the Holocaust and its impact.
4. analyze and explain United States foreign policy from World War II through the 1990s, with emphasis on the origins of the Cold War; United States policies of containment in Europe, Latin America, and Asia such as the Berlin Crisis, Korea, and Vietnam; Middle Eastern policies; strategic, economic and military elements such as Camp David Peace Accords and Persian Gulf War; arms-space race and control of nuclear weapons; the collapse of communism and the end of the Cold War; new challenges to America's leadership role in the Post-Cold War world.
5. demonstrate an understanding of domestic history from World War II through the 1990s by examining the civil rights movement and assessing respective federal and state policies; assessing the impact of cold War on American society, such as McCarthyism; comparing and contrasting conservative to liberal economic and political ideologies and programs such as Fair Deal, Great Society and Reagonomics; examining political turning points, such as the election of 1968, Watergate, the Iran hostage crisis, and the impeachment of President Clinton.

SOCIAL STUDIES STANDARDS
9-12

Goal 1 – HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 2: Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.

9-12 Benchmarks:

a. analyze the impact cultural diffusion has had and continues to have on various civilizations.
b. analyze different ways cultural diffusion takes place over time.
c. analyze the value of the preservation as well as the diffusion of cultures.

GRADE LEVEL STANDARDS
STUDENTS WILL

Ninth, Tenth, Eleventh, and Twelfth Grade
1. study the relationships between geography the historical development of the United States, including locate and explain the location and expansion of the original colonies; trace the advance of the frontier and territorial expansion of the United States, and explain how the physical environment influenced it; locate new states as they were added to the Union; understand the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups; compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade, and; analyze the political, social, and economic implications of demographic changes in the nation over time.

SOCIAL STUDIES STANDARDS
9-12

Goal 1 – HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 3: Evaluate the influence of varying values, philosophies, and world religions on the development of civilizations and cultures.

9-12 Benchmarks:

a. analyze the role of major religions within and across cultures.
b. analyze the values and belief systems found within various groups and cultures.
c. evaluate the impact of philosophies and religions on the development of various civilizations.

GRADE LEVEL STANDARDS
STUDENTS WILL

Ninth, Tenth, Eleventh, and Twelfth Grade
1. analyze and explain the participation of the United States in world affairs and the importance of World War I in terms of political, social, and economic motives for American acquisition of the colonial empire; causes and effects of the Spanish-American War; American colonial policies; causes of World War I; consequences of World War I on the declining role of Great Britain and the expanding role of the United States in world affairs; and end of the Ottoman Empire and the creation of new states in the Middle East.
2. demonstrate an understanding of the origins and effects of World War II with emphasis on the Holocaust and its impact.
3. demonstrate an understanding of domestic history from World War II through the 1900's by explaining current patterns of Supreme Court nominations and decisions and evaluate their impact, such as the Warren Court and the Thomas/Bork nominations; comparing the positions of the political parties and interest groups on major issues; and analyzing the causes and manifestation of social change, such as feminism, counter culture, and the youth movement.

SOCIAL STUDIES STANDARDS
9-12

Goal 2 – GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

9-12 Benchmarks:

a. evaluate and select resources, data services, and geographic tools to generate, manipulate, and interpret information.
b. analyze location, direction, size and/or shape to develop and refine complex mental maps.
c. analyze multiple criteria to distinguish various locations, places, and regions.

GRADE LEVEL STANDARDS
STUDENTS WILL

Ninth, Tenth, Eleventh, and Twelfth Grade
1. use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective by selecting appropriate maps, map projections, and other graphic representations to analyze geographic problems; constructing maps using fundamental cartographic principles including translating narratives about places and events into graphic representations; interpreting maps and other geographic tools through the analysis of case studies and using data; and using geographic tools to represent and interpret the earth's physical and human systems.
2. know the changes that occur in the meaning, use, location, distribution, and importance of resources by analyzing how technology affects the definition of, access to, and use of resources; describing why people have different viewpoints with respect to resource use; and evaluating policies and programs for resource use and management.
3. know how to apply geography to understand the past by analyzing how differing perceptions of places, people, and resources have affected events and conditions in the past; and analyzing the fundamental role that places and environments have played in history (e.g., the Russian winter played an important part in the defeat of Napoleon's army).
4. know how to apply geography to understand the present and plan for the future by evaluating a contemporary issue using geography knowledge, skills, and perspectives; and comparing and contrasting how different viewpoints influence the development of policies designed to use and manage the earth's resources.

SOCIAL STUDIES STANDARDS
9-12

Goal 2 – GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

9-12 Benchmarks:

a. analyze the impact of natural environment and characteristics of particular locations on settlement patterns.
b. analyze how humans modify and/or are impacted by the natural environment.
c. analyze how past and present trends of human migration worldwide impact politics, environment, and societies.

GRADE LEVEL STANDARDS
STUDENTS WILL

Ninth, Tenth, Eleventh, and Twelfth Grade
1. know how to analyze the dynamic spatial organization of people, places, and environments by analyzing geographic information using a variety of scales - local, national, and international (e.g., growth issues in Sioux Falls, New York City, and Southeast Asia); analyzing patterns of distribution and arrangement of settlements; and analyzing patterns and processes of the diffusion of human activities.
2. know the physical and human characteristics of places by analyzing human and physical characteristics that give a place meaning and significance, and describing the changing human and physical characteristics of places.
3. know how and why people define regions by applying the concept of regions to organize the study of a geographic issue using multiple criteria, and analyzing changes in regions and recognizing the patterns of those changes (e.g., the Middle East has become a region of economic importance to the United States).
4. know how culture and experience influence people's perceptions of places and regions by analyzing why places and regions are important to human identity, comparing and contrasting how and why different groups in society view places and regions differently, and analyzing the ways places and regions reflect cultural change (e.g., the change in the use of the South Dakota prairie from grazing to cultivated crops).
5. know the characteristics, location, distribution, and migration of human populations by analyzing reasons for variation in population distribution, analyzing the causes and types of human migration and its effects on places, evaluating trends and effects of world population numbers and patterns, and analyzing the physical and cultural impact of human migration.
6. know the patterns and networks of economic interdependence by comparing and contrasting the characteristics and distribution of economic systems; analyzing factors influencing economic interdependence of countries, including world trade; analyzing connections among local, regional, and world economies (e.g., transportation routes, movement patterns, and market areas); and analyzing how and why levels of economic development vary among places.

7. know the processes, patterns, and functions of human settlement by explaining the causes and effects of urbanization (e.g., rural-to-urban migration leads to urbanization), comparing and contrasting the differing characteristics of settlement in developing and developed countries, and examining how and why large cities grow together.
8. know how cooperation and conflict among people influence the division and control of the earth's surface by describing how cooperation and conflict among people contribute to political, economic, and social divisions of the earth's surface; describing the forces and processes of cooperation that unite people across the earth's surface (e.g., the nations of Western Europe have joined together in the European Union); and analyzing how differing points of view and self-interests play a role in conflict over territory and resources.
9. know how human actions modify the physical environment by analyzing ways that humans depend upon, adapt to, and affect the physical environment; and evaluating ways in which technology has expanded human capacity to modify the physical environment

SOCIAL STUDIES STANDARDS
9-12

Goal 2 – GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 3: Analyze the impact of Earth's natural resource processes, patterns, and cycles on various regions of the United States and the world.

9-12 Benchmarks:

a. analyze how changes in the environment can impact people worldwide.
b. analyze the various physical processes which operate in the atmosphere, lithosphere, biosphere, and hydrosphere.
c. analyze the ways in which Earth's natural processes and cycles alter the patterns of Earth's surfaces.

GRADE LEVEL STANDARDS
STUDENTS WILL

Ninth, Tenth, Eleventh, and Twelfth Grade
1. develop knowledge of the earth to locate people, places, and environments by drawing a complex and accurate map from memory to answer questions about the location of human and physical features; identifying and locating physical and human features, in the student's own and nearby communities, in the United States, and in regions of the world (e.g., rivers, mountains, regions, and countries); and analyzing maps of a certain location people have made from memory and compare to determine similarities and differences.
2. know how the physical process shapes the earth's surface patterns by explaining the various interactions resulting from the earth-sun relationship; explaining the interaction of the earth's physical systems (e.g., the interaction of climate and ocean water as exemplified by El Nino); and explaining the variation in the effects of physical processes across the earth's surface (e.g., the effects of wind variations in shaping landforms).
3. know the nature and spatial distribution of cultural patterns by analyzing how cultures shape the character of a region, describing the processes of cultural diffusion, and describing the effect of technology on the development and change of cultures.
4. know how physical systems affect human systems by comparing and contrasting how changes in the physical environment can increase or diminish its capacity to support human activity (e.g., the Sahel), identifying and evaluating alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., the use of irrigation in arid environments), and analyzing how humans perceive and react to natural hazards.

SOCIAL STUDIES STANDARDS
9-12

Goal 3 – CIVICS (Government)
Students will understand the historical development and contemporary role of governmental power and authority

Indicator 1: Analyze the various forms and purposes of government in relationship to the needs of individuals and societies.

9-12 Benchmarks:

a. analyze the strengths and weaknesses of various forms of government worldwide.
b. evaluate the historic acquisition of government power and authority in relation to the needs of the United States citizens.
c. analyze the purpose of politics/political activity and the related implications for United States citizens.

GRADE LEVEL STANDARDS
STUDENTS WILL

Ninth, Tenth, Eleventh, and Twelfth Grade
1. analyze national government with emphasis on the structures, functions, and authority of each branch of government; the principles of federalism, separation of powers, and checks and balances; the extent to which power is shared rather than divided or separated; and procedures for a constitutional amendment.
2. analyze the interrelationships and structures of the executive, legislative, and judicial branches with regard to the constitutional requirements and institutional procedures; the legislative process; judicial review; the hierarchy of the federal court system; the presidential powers including expressed and implied; executive departments, regulatory bureaucracies, and agencies; and the impact of bureaucracies and government agencies on the U.S. constitutional system.
3. analyze campaigns for national, state, and local elective office, including the nominating process; campaign funding and spending; the influence of media coverage, campaign advertising, and public opinion polls; demographic causes and political effects of reapportionment and redistricting; voter turnout and the constituencies of the major political parties; and the Electoral College.
4. compare the United States political systems with those of major democratic and authoritarian nations in terms of the structures and powers of political institutions, the rights and powers of the governed including grass roots citizen movements, economic goals and institutions and the role of government in the economy, the relationships between economic freedom and political freedom, and the allocation of resources and impact on productivity.
5. compare the state, local, and tribal governments with emphasis on their structures, functions, and powers; the election and appointment of officials; the division and sharing of powers between levels of government; the separation of powers within levels of government; and the role of the citizen in the legislative and electoral process such as referendum, recall, and initiative.
6. distinguish between the judicial systems established by the South Dakota and United States Constitutions with emphasis on the organization and jurisdiction of South Dakota and United States courts; the exercise of the power of judicial review; the process of bringing and resolving criminal and civil cases in South Dakota's judicial system; and the function and process of the juvenile justice system in South Dakota.
7. analyze the role of the national government with emphasis on the three branches of government; the law making process; the functions of departments, agencies, and regulatory bodies; the nature and functions of major political parties as they relate to the national government; and the impact and role of interest groups on the federal government.
8. describe the role of governments in the United States economy with emphasis on the basic concepts of the free market; provision of public goods and services; protection of consumer rights, contracts, and property rights; the impact of government taxation, borrowing, and spending on individuals and on the production of goods and services; and the role of the Federal Reserve System.

SOCIAL STUDIES STANDARDS
9-12

Goal 3 – CIVICS (Government)
Students will understand the historical development and contemporary role of governmental power and authority

Indicator 2: Evaluate the impact of historical events, ideals, and documents on the formation of the Unites States government.

9-12 Benchmarks:

a. analyze major historical events and documents that led to the creation of limited government in the United States.
b. analyze the central ideas that provide the foundation of the American Constitutional government.
c. analyze the influence major contributors have had on the creation of specific United States documents.

GRADE LEVEL STANDARDS
STUDENTS WILL

Ninth, Tenth, Eleventh, and Twelfth Grade
1. critique the influence of European political thought on the formation of the United States constitutional system.
2. identify fundamental political principles contained in documents, such as the Declaration of Independence, Articles of Confederation, Bill of Rights, and the United States Constitution.
3. summarize constitutional issues relating to the rationale for constitutional amendments and the conflicts they address; landmark decisions of the United States Supreme Court; and the historical trends and contemporary patterns of the United States Supreme Court decisions.
4. analyze local public issues and distinguish between state and local governments including cities, counties and towns.
5. analyze current issues confronting local, state, and national governments in terms of perennial challenges to democracies, including conflicts between majority rule and minority rights, individual rights and the public interest, levels of taxation and the expectation of public services, and state and national authority in a federal system.
6. compare the Declaration of Independence, Articles of Confederation, the Constitution of the United States, and the South Dakota Constitution with emphasis on their treatment of fundamental political principles including constitutionalism and limited government, rule of law, democracy and republicanism, sovereignty, consent of the governed, separation of powers, checks and balances, and federalism; and fundamental liberties, rights and values including religion, speech, press, assembly, and petition, due process, equality under the law, individual worth and dignity, majority rule and minority rights.

SOCIAL STUDIES STANDARDS
9-12

Goal 3 – CIVICS (Government)
Students will understand the historical development and contemporary role of governmental power and authority

Indicator 3: Analyze the constitutional rights and responsibilities of United States citizens.

9-12 Benchmarks:

a. evaluate the various means of influencing and participating in a democratic republic.
b. analyze various issues involving individual rights and responsibilities in relation to the general welfare.
c. analyze the basic rights enumerated in the Constitution and the related impact on United States society.

GRADE LEVEL STANDARDS
STUDENTS WILL

Ninth, Tenth, Eleventh, and Twelfth Grade
1. develop the skills needed for informed participation in public affairs by analyzing public issues, evaluating candidates for public office, evaluating the performance of public officials, and communicating with public officials.
2. explain and give current examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision-making of government institutions.
3. identify and explain fundamental concepts of democracy and the rights, responsibilities, and benefits of citizenship in the United States.
4. demonstrate an understanding of the rights and responsibilities of being an American citizen by describing ways individuals participate in the political process, being an informed voter and participating in the election process, being a productive participant in school and community life, describing the process of naturalization, explaining how United States citizenship differs from that in authoritarian and totalitarian political systems, and analyzing the nature of civic responsibility in a diverse society.
5. evaluate the impact of current social, ecological, economic, and political issues and events as an informed citizen.